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ABSTRACT

This analysis of the credit and non-credit course offerings of the California community colleges provides statewide data by standardized course classification category. The report includes an analysis of courses and workload in student contact hours for the principle disciplines within the categories of Liberal Arts and Sciences (Transfer), Liberal Arts and Sciences (Nontransfer), Remedial and Adult Education, Occupational Education, and Community Education; an examination of courses in these categories by transfer destination; and a comparison with 1980-81 and 1983-84 data. The report concludes by noting some unanswered questions brought to light by the data display. Highlighted findings include the following: (1) more than 31,000 credit courses--50.6% of all credit student contact hours offered--were transfer courses in Liberal Arts and Sciences; (2) more than a third of the student contact hours were offered in occupational education through more than 32,000 courses; (3) remedial and adult education courses constituted 5.4% of credit workload, and 36% of noncredit workload; and (4) the workload in the Liberal Arts and Sciences (Transfer) category was fairly evenly distributed across the principal disciplines of Biological Sciences, Foreign Languages, Mathematics, Physical Sciences, and Psychology. (EJV)

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# INVENTORY OF COMMUNITY COLLEGE COURSES

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For Information

## Summary

During the 1981 session, the Legislature mandated that the Chancellor's Office collect data about community college offerings based upon an adopted classification of courses. Data for the 1980-81 year were gathered and analyzed, and a report was presented to the Board and the Legislature in March 1982. The gathering of data based on the classification of courses has been a continuing staff project since then. Although no further reports to the Legislature have been mandated, the data have been useful to support various analytical and policymaking activities.

This item presents a statewide summary of the data on 77,457 credit and noncredit courses and 355,874,000 student contact hours. Comparison with data from the 1982 and 1984 reports of courses and workload indicates that the balance of the curriculum and the proportions in the several categories remain relatively constant.

A third of the workload of the colleges is reported to be in Occupational Education. Forty-six percent is in Liberal Arts and Sciences "transfer" courses. Slightly more than eight percent is in Remedial Education and Adult Education.

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*Academic Affairs*

*Allan Petersen, Dean*
*John Meyer, Specialist*
*Program Evaluation and Approval*

JC 870 068



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# CALIFORNIA COMMUNITY COLLEGES
# REPORT OF COURSE ACTIVITY
# BY INSTRUCTIONAL CATEGORY

## INTRODUCTION

Since their inception, California's community colleges have held that their mission is to be responsive to community postsecondary educational needs. The Master Plan for Higher Education as embodied in the Education Code stipulates:

> 66701. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree. Their program may include but shall not be limited to: standard collegiate courses for transfer to other institutions; vocational and technical fields leading to employment; general or liberal arts courses; and community services.

In striving to address this mission, community colleges have developed and presented a wide range of courses and services and, over the years, the need for more detailed information about these offerings has steadily increased. Legislation was adopted which became Section 84603 of the Education Code (see Appendix A). These statutes required the Board to collect data on all programs and courses and report the findings through the California Postsecondary Education Commission.

The Board adopted course classification categories in Section 55001 of Title 5 (see Appendix B), and staff now gather course data and submit regular reports of workload by those categories.

### *Summary Report of Data*

A statewide summary of all the reported courses and workload (student contact hours) by classification category for all 106 colleges is displayed in Table 1. Note that more than 31,000 credit courses -- 50.6% of all credit workload (student contact hours) offered -- were baccalaureate courses in Liberal Arts and Sciences. (The category descriptors used for this report are shown in Appendix C.)

More than a third of all credit workload was offered in occupational education through more than 32,000 courses. Combining these categories, approximately 86% of all college credit workload was in baccalaureate (transfer) liberal arts and science courses and occupational education courses. An additional 7.4% of the credit workload was offered in liberal arts and sciences courses not intended for transfer. In passing, it may be noted that most vocational students take some liberal arts courses and more than half of all occupational courses are declared to be acceptable for transfer credit at four-year institutions. Many students of occupational courses

Table 1

STATEWIDE SUMMARY
CREDIT AND NONCREDIT COURSES AND TOTAL STUDENT CONTACT HOURS
BY CLASSIFICATION CATEGORY
1985-86

| Category | CREDIT | | | NONCREDIT* | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number of Courses | Student Contact Hours (1,000) | Percent of Credit Workload | Number of Courses | Student Contact Hours (1,000) | Percent of Noncredit Workload | Number of Courses | Student Contact Hours (1,000) | Percent of Total Workload |
| Liberal Arts and Sciences -- BA Degree | 31,709 | 163,107 | 50.6 | 80 | 236 | 0.7 | 31,789 | 163,343 | 45.9 |
| Liberal Arts and Sciences -- Nontransfer | 4,658 | 23,853 | 7.4 | 66 | 228 | 0.7 | 4,724 | 24,081 | 6.8 |
| Remedial (Short-Term and Adult Education) | 2,318 | 17,433 | 5.4 | 906 | 11,984 | 36.0 | 3,224 | 29,417 | 8.3 |
| Community or Continuing Education (including Developmental and Survival, not fee-based) | 1,664 | 3,470 | 1.1 | 1,513 | 14,561 | 43.8 | 3,177 | 18,031 | 5.1 |
| Occupational Education | 32,683 | 113,036 | 35.0 | 950 | 5,911 | 17.8 | 33,633 | 118,947 | 33.4 |
| Invalid and Unclassified | 856 | 1,712 | 0.5 | 54 | 342 | 1.0 | 910 | 2,054 | 0.6 |
| TOTAL FOR ALL CATEGORIES (Rounded) | 73,888 | 322,611 | 100.0 | 3,569 | 33,262 | 100.0 | 77,457 | 322,874 | 100.1 |

* Includes only ADA-generating noncredit courses.

do ultimately transfer and seek baccalaureate degrees, and many students who declare an intention to transfer to baccalaureate institutions often include occupational courses as a part of their two-year curricula.

Remedial courses and Adult Education courses constituted 5.4% of credit workload and 36% of noncredit workload. In total, Remedial and Adult Education courses accounted for 8.3% of the combined workload. There were 3,224 courses offered in these categories. In September 1986, the Board adopted regulations designed to strengthen the Associate degree and clarify the classification of degree-applicable courses. The implementation of these regulations may have an impact on the workload and number of courses in Remedial and Adult Education as some courses previously designated as degree-applicable courses are reclassified into these areas.

Community or Continuing Education programs and courses (Title 5, Section 55001(D)) is the title of a category of courses that describes courses of study in the "liberal arts and sciences determined to be of public (versus private) benefit and designed to assist students and/or students' families to be more self-sufficient and more productive as citizens of the community" (Gooder, Glenn; *Credit and Noncredit Courses in California Community Colleges*; July 1980, a report to the Board of Governors). This distinction was intended to separate courses in this classification category from Community Services classes and activities which are of private (versus public) value and are fee supported. Only 3,177 credit and noncredit courses were offered in Community or Continuing Education in 1985-86, with such courses providing only 5% of the total workload of the system.

Nearly all the student contact hours offered in the Community or Continuing Education category were in the subjects of orientation to college, guidance and job seeking skills.

### *Workload in Categories by Discipline*

Workload distributed across the Board-adopted categories described above serves to illustrate the efforts of the colleges to meet obligations to their communities under their legal authority. While courses offered in a discipline might serve the objectives of any particular category, workload within the categories tends to be concentrated in specific disciplines.

Tables 2, 3, 4, 5 and 6 summarize the total number of courses and workload in student contact hours for the principal disciplines within the categories of Liberal Arts and Sciences (Transfer); Liberal Arts and Sciences (Nontransfer); Remedial and Adult Education; Occupational Education; and Community Education.

Table 2

SUMMARY DATA
CREDIT AND NONCREDIT COURSES AND TOTAL CONTACT HOURS BY DISCIPLINE
LIBERAL ARTS AND SCIENCES (TRANSFER) CATEGORY
1985-86

| Discipline Category | CREDIT | | | NONCREDIT | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number of Courses | Student Contact Hours (1000) | Percent of Credit Workload | Number of Courses | Student Contact Hours (1000) | Percent of Noncredit Workload | Number of Courses | Student Contact Hours (1000) | Percent of Total Workload |
| Baccalaureate (Transfer) Education | | | | | | | | | |
| • Biological Sciences | 1,493 | 10,725 | 3.3 | 23 | 120 | 0.4 | 1,516 | 10,845 | 3.0 |
| • Education | 5,795 | 25,047 | 7.8 | 1 | 7 | -- | 5,796 | 25,054 | 7.0 |
| • Fine and Applied Arts | 8,348 | 22,796 | 7.1 | 5 | 14 | -- | 8,353 | 22,810 | 6.4 |
| • Foreign Languages | 2,176 | 8,378 | 2.6 | 0 | 0 | 0 | 2,176 | 8,378 | 2.3 |
| • Humanities | 2,666 | 20,379 | 6.3 | 3 | 1 | -- | 2,669 | 20,380 | 5.7 |
| • Mathematics | 1,323 | 14,755 | 4.6 | 0 | 0 | 0 | 1,323 | 14,755 | 4.2 |
| • Physical Science | 2,327 | 12,648 | 3.9 | 29 | 69 | 0.3 | 2,356 | 12,717 | 3.6 |
| • Psychology | 866 | 8,318 | 2.6 | 0 | 0 | 0 | 866 | 8,318 | 2.3 |
| • Social Sciences | 3,225 | 24,468 | 7.6 | 7 | 12 | -- | 3,232 | 24,480 | 6.9 |
| • All Others | 3,490 | 15,593 | 4.8 | 12 | 12 | -- | 3,502 | 15,606 | 4.5 |
| Total for Category | 31,709 | 163,107 | 50.6 | 80 | 235 | 0.7 | 31,789 | 163,343 | 45.9 |
| TOTAL FOR ALL CATEGORIES | 73,888 | 322,611 | | 3,569 | 33,262 | | 77,457 | 355,874 | |

As may be seen in Table 2, the workload in the Liberal Arts and Sciences (Transfer) category is fairly evenly distributed across the principal disciplines of Biological Sciences, Foreign Languages, Mathematics, Physical Sciences, and Psychology. A slightly larger proportion of the workload is concentrated in the disciplines of Education (primarily physical education), Fine Arts, Humanities (primarily English) and Social Science. However, no discipline accounts for more than 7.0% of the total student contact hours offered.

Authority to grant the Associate degree is unique to community colleges in the public postsecondary education system in California. Therefore, courses which the colleges have designated as meeting that specific objective (but are not designed for transfer) are classified in a separate category and are displayed in Table 3. (Courses in Table 2 which are applicable to transfer and to the baccalaureate also apply to the Associate degree.) Liberal Arts and Sciences courses applicable to the Associate degree, but not intended for transfer to baccalaureate programs, represented a mere 4.6% of the credit workload in 1985-86. Half of the credit workload (2.2%), was in the Mathematics and Humanities disciplines and the remainder was evenly distributed across many other disciplines.

It should be noted that some Liberal Arts and Sciences courses are not certified to meet the requirements of any degree. Courses so classified are under "Not Degree Applicable" on Table 3. This subset represents 2.8% of the total credit workload. A more useful classification of the 1,849 courses in this subset might result from a reclassification to the Community Education category displayed in Table 5 of this report.

The systemwide workload in Remedial Education represents 8.3% of the total workload. As shown in Table 4, remedial, credit worthy instruction occurs principally in Humanities (English), Mathematics and Interdisciplinary Studies. Interdisciplinary Studies is the classification category for all study skill development classes. The large amount of noncredit workload in Interdisciplinary Studies includes Adult Education and courses in citizenship and English as a Second Language for recent emigres. The reclassification of courses pursuant to the new regulations to strengthen the Associate degree is likely to result in a shift of courses which will increase the workload reported in this category in subsequent years.

Community or Continuing Education represents a very small proportion -- 5.1% -- of the total system credit and noncredit workload. The category consists of four broad subject areas in the disciplines shown: personal development courses, parenting, community and civic development, and general and cultural courses. As indicated in Table 5, this category contains nearly half of the system's noncredit workload (43.8%). Interdisciplinary Studies courses in this category are largely guidance, English as a Second Language, orientation to college, job orientation and job seeking skills. Noncredit courses include those for older adults and other special populations.

Table 3

SUMMARY DATA
CREDIT AND NONCREDIT COURSES AND TOTAL CONTACT HOURS BY DISCIPLINE
LIBERAL ARTS AND SCIENCES (NONTRANSFER) CATEGORY
1985-86

| Discipline Category | CREDIT | | | NONCREDIT | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number of Courses | Student Contact Hours (1000) | Total of Credit Workload | Number of Courses | Student Contact Hours (1000) | Percent of Noncredit Workload | Courses | Student Contact Hours (1000) | Percent of Total Workload |
| **AA and AS Degree Only** | | | | | | | | | |
| • Education | 215 | 745 | 0.3 | 3 | 65 | 0.2 | 218 | 810 | 0.2 |
| • Fine and Applied Arts | 573 | 1,122 | 0.4 | 0 | 0 | 0 | 573 | 1,122 | 0.3 |
| • Humanities | 337 | 3,975 | 1.2 | 0 | 0 | 0 | 337 | 3,975 | 1.1 |
| • Mathematics | 189 | 3,399 | 1.0 | 0 | 0 | 0 | 189 | 3,399 | 1.0 |
| • Social Sciences | 195 | 737 | 0.2 | 1 | 2 | -- | 196 | 739 | 0.2 |
| • Interdisciplinary Studies | 431 | 2,711 | 0.8 | 14 | 11 | -- | 445 | 2,722 | 0.8 |
| • All Others | 869 | 2,375 | 0.7 | 9 | 16 | 0.1 | 878 | 2,391 | 0.7 |
| **Subtotal** | 2,809 | 15,064 | 4.6 | 27 | 94 | 0.3 | 2,836 | 15,158 | 4.3 |
| **Not Degree Applicable** | | | | | | | | | |
| • Education | 396 | 1,556 | 0.5 | 1 | 7 | -- | 397 | 1,563 | 0.4 |
| • Fine and Applied Arts | 394 | 1,173 | 0.4 | 2 | 12 | -- | 396 | 1,185 | 0.3 |
| • Humanities | 132 | 969 | 0.3 | 1 | 7 | -- | 133 | 976 | 0.3 |
| • Mathematics | 62 | 862 | 0.3 | 4 | 11 | -- | 66 | 873 | 0.2 |
| • Physical Science | 123 | 674 | 0.2 | 9 | 21 | 0.1 | 132 | 695 | 0.2 |
| • Social Sciences | 124 | 944 | 0.3 | 0 | 0 | 0 | 124 | 944 | 0.3 |
| • All Others | 618 | 2,611 | 0.8 | 22 | 76 | 0.3 | 640 | 2,687 | 0.8 |
| Subtotal | 1,849 | 8,789 | 2.8 | 39 | 134 | 0.4 | 1,888 | 8,923 | 2.5 |
| Total for Category | 4,658 | 23,853 | 7.4 | 66 | 228 | 0.7 | 4,724 | 24,081 | 6.8 |
| TOTAL FOR ALL CATEGORIES | 73,888 | 322,611 | | 3,569 | 33,262 | | 77,457 | 355,874 | |

Table 4

SUMMARY DATA
CREDIT AND NONCREDIT COURSES AND TOTAL CONTACT HOURS BY DISCIPLINE
REMEDIAL AND ADULT EDUCATION CATEGORY
1985-86

| Discipline Category | CREDIT | | | NONCREDIT | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number of Courses | Student Contact Hours (1000) | Percent of Credit Workload | Number of Courses | Student Contact Hours (1000) | Percent of Noncredit Workload | Courses | Student Contact Hours (1000) | Percent of Total Workload |
| • Business and Management | 22 | 74 | -- | 72 | 418 | 1.3 | 94 | 492 | 0.1 |
| • Education | 246 | 484 | 0.1 | 40 | 322 | 1.0 | 286 | 806 | 0.2 |
| • Consumer and Home Economics | 3 | 2 | -- | 103 | 511 | 1.5 | 106 | 513 | 0.1 |
| • Humanities | 520 | 5,714 | 1.8 | 33 | 200 | 0.6 | 553 | 5,914 | 1.7 |
| • Mathematics | 299 | 5,353 | 1.7 | 26 | 36 | 0.1 | 325 | 5,389 | 1.6 |
| • Interdisciplinary Studies | 1,069 | 5,425 | 1.7 | 425 | 9,497 | 28.5 | 1,498 | 14,922 | 4.2 |
| • All Others | 159 | 381 | 0.1 | 207 | 1,000 | 3.0 | 366 | 1,381 | 0.4 |
| Total for Category | 2,318 | 17,433 | 5.4 | 906 | 11,984 | 36.0 | 3,224 | 29,417 | 8.3 |
| TOTAL FOR ALL CATEGORIES | 73,888 | 322,611 | | 3,569 | 33,262 | | 77,457 | 355,874 | |

Table 5

SUMMARY DATA
CREDIT AND NONCREDIT COURSES AND TOTAL CONTACT HOURS BY DISCIPLINE
COMMUNITY OR CONTINUING EDUCATION CATEGORY
1985-86

| Discipline Category | CREDIT | | | NONCREDIT | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number of Courses | Student Contact Hours (1000) | Percent of Credit Workload | Number of Courses | Student Contact Hours (1000) | Percent of Noncredit Workload | Courses | Student Contact Hours (1000) | Percent of Total Workload |
| • Business and Management | 166 | 237 | 0.1 | 28 | 27 | 0.1 | 194 | 264 | -- |
| • Education | 355 | 905 | 0.3 | 242 | 2,301 | 6.9 | 597 | 3,206 | 0.9 |
| • Fine and Applied Arts | 100 | 144 | -- | 289 | 1,522 | 4.6 | 389 | 1,666 | 0.5 |
| • Consumer and Home Economics | 116 | 221 | 0.1 | 321 | 1,504 | 4.5 | 437 | 1,725 | 0.5 |
| • Humanities | 39 | 41 | -- | 58 | 957 | 2.9 | 97 | 998 | 0.3 |
| • Interdisciplinary Studies | 450 | 1,138 | 0.4 | 317 | 7,305 | 22.0 | 767 | 8,443 | 2.4 |
| • All Others | 438 | 784 | 0.2 | 258 | 945 | 2.8 | 530 | 1,729 | 0.5 |
| Total for Category | 1,664 | 3,470 | 1.1 | 1,513 | 14,561 | 43.8 | 3,177 | 18,031 | 5.1 |
| TOTAL FOR ALL CATEGORIES | 73,888 | 322,611 | | 3,569 | 33,262 | | 77,457 | 355,874 | |

One-third of the total systemwide workload is in Occupational Education. Table 6 displays the workload in the principal disciplines within Occupational Education. The greatest emphasis is in the Business and the Engineering-related technologies. Business, which represents 9.4% of the student contact hour workload in the system, includes courses in Secretarial Studies, Word Processing, Accounting and Bookkeeping, and Business Management. Engineering and related technologies is 7.8% of the system's student contact hour workload. Health Occupations (3.9% of the total credit workload) is predominantly nursing and vocational nursing, but it also includes respiratory therapy, emergency medical technician and others. Public Services (3.2% of the total credit workload) is largely police science and fire science. Commercial services include cosmetology and food service management.

*Courses in Categories by Transfer Destination*

Table 7 displays the number of courses offered in 1985-86 by classification category and their intended transfer destination. Of all the courses offered, 50,969 courses (65%) were certified to transfer into baccalaureate programs; 18,976 courses were certified to transfer to the California State University system only, and an additional 31,933 courses were certified to be transferable to any baccalaureate program, including the University of California. A total of 4,724 Liberal Arts and Sciences courses were not intended for transfer. Of these, 2,836 were designed to apply to the Associate degree and 1,888 (which includes "No Degree" and "Not Reported" categories) were not for degree credit. In all, 8,051 credit courses (10.4% of the total) were not intended to be applied toward any degree.

Remedial courses were offered in all transfer destination categories shown in Table 7, including 113 courses certified to transfer to any institution. However, most of the workload offered in the Remedial category was in either Associate degree- or nondegree-applicable courses; in other words, those courses were not certified to be Bachelor degree applicable.

3,177 Community or Continuing Education courses (not fee supported) were offered. Most, 1,670 or 52.6%, were not to be applied to any degree. These are predominantly guidance and orientation to the world of work courses. However, 1,507 courses in the Community or Continuing Education category were certified to be applicable to some degree.

Of all the courses offered, 33,633 or 43%, were classified as Occupational. More than half of these occupational courses were certified to be transferable into baccalaureate institutions, either for major or elective credit, but more than 2,000 did not apply to any degree. Most occupational courses not certified to be transferable are highly specialized and "job skill specific." As such, they are not considered appropriate to baccalaureate instruction. Nevertheless, it is apparent that participation in an occupational curriculum does not preclude application of the coursework to a baccalaureate degree. Most occupational courses transfer into baccalaureate programs and other sources indicate that many students who have taken those courses do, in fact, transfer.

Table 6

SUMMARY DATA
CREDIT AND NONCREDIT COURSES AND TOTAL CONTACT HOURS BY DISCIPLINE
OCCUPATIONAL EDUCATION CATEGORY
1985-86

| Discipline Category | CREDIT | | | NONCREDIT | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number of Courses | Student Contact Hours (1000) | Percent of Credit Workload | Number of Courses | Student Contact Hours (1000) | Percent of Noncredit Workload | Courses | Student Contact Hours (1000) | Percent of Total Workload |
| • Business | 7,275 | 31,218 | 9.7 | 238 | 2,231 | 6.7 | 7,513 | 33,449 | 9.4 |
| • Computer Science | 1,584 | 10,409 | 3.2 | 52 | 287 | 0.9 | 1,636 | 10,696 | 3.0 |
| • Engineering, etc. | 8,738 | 26,265 | 8.1 | 241 | 1,594 | 4.8 | 8,979 | 27,859 | 7.8 |
| • Health Occupations | 3,832 | 12,506 | 3.9 | 167 | 488 | 1.4 | 3,999 | 12,994 | 3.9 |
| • Public Services | 3,250 | 10,420 | 3.2 | 70 | 76 | 0.2 | 3,320 | 10,496 | 2.9 |
| • Commercial Services | 805 | 5,772 | 1.8 | 27 | 260 | 0.8 | 832 | 6,032 | 1.7 |
| • All Others* | 7,199 | 16,446 | 5.1 | 155 | 975 | 3.0 | 7,354 | 17421 | 4.6 |
| Total for Category | 32,683 | 113,036 | 35.0 | 950 | 5,911 | 17.8 | 33,633 | 118,947 | 33.4 |
| TOTAL FOR ALL CATEGORIES | 73,888 | 322,611 | | 3,569 | 33,262 | | 77,457 | 355,874 | |

* Occupational courses were reported in 19 other disciplines, but none with greater than 1.2 percent of the total workload.

Table 7

STATEWIDE SUMMARY
NUMBER OF COURSES BY TRANSFER DESTINATION
AND CLASSIFICATION CATEGORY
1985-86

| Category | No Degree | AA Only | CSU | All Institutions | Not Reported | Total |
|---|---|---|---|---|---|---|
| Liberal Arts and Sciences (BA) | 0 | 0 | 5,104 | 26,685 | 0 | 31,789 |
| Liberal Arts and Sciences (AA) | 1,845 | 2,836 | 0 | 0 | 43 | 4,724 |
| Remedial | 1,433 | 1,625 | 113 | 47 | 6 | 3,224 |
| Community and Continuing Education | 1,670 | 757 | 519 | 230 | 1 | 3,177 |
| Occupational Education | 2,687 | 12,952 | 13,099 | 4,881 | 14 | 33,633 |
| Invalid and Unclassified | 416 | 161 | 141 | 150 | 42 | 910 |
| Total | 8,051 | 18,331 | 18,976 | 31,993 | 106 | 77,457 |

*Comparison with 1980-81 and 1983-84 Data*

Numbers of credit courses and workload in classification categories, based on reports containing 1980-81 and 1983-84 data, are displayed in Table 8 in comparison with 1985-86 data. A comparison of data for the three years is difficult for a number of reasons. Principally, while all courses were classified in 1980-81, the effort was a tedious, cumbersome "hand operation." At the time data for 1983-84 were reported, all the colleges had not yet successfully completed the transition to automatic machine reporting. This resulted in a large "unknown" category of misclassified courses. Using the reports of only 96 colleges reduced the "unknown" category but made comparisons between the 1980-81 and 1983-84 reports tenuous. A change in the reporting process for 1985-86 further exacerbated the difficulties of comparing the data.

Since the collection of the 1983-84 data, reporting has improved significantly. Also, several colleges have embarked upon the review of course objectives and standards as required to implement the Associate degree regulations adopted by the Board in September 1986. While that review and resulting reclassification are not to be completed until July 1, 1988, shifts in the classification of courses are becoming apparent. Although the largest proportion of courses continues to be in the Liberal Arts and Sciences transfer, the Liberal Arts and Sciences course workload which is not transferable, but does apply to the Associate degree, has increased slightly and now represents 7.4% of the total systemwide effort.

Community Education (1.1%) and Remedial Education (5.4%) workload continues constant as a proportion of the total workload, in spite of the widely held expectation that the Board-directed reclassification would result in a shift of many courses from Associate degree applicable to Community Education and Remedial. It is anticipated that as the reclassification of courses continues, the distribution may shift markedly to the non-degree-applicable, non-transfer category.

It would appear from the data presented in Table 8 that there was an increase in the number of credit courses between the years 1980-81 and 1983-84, followed by a sudden decline in 1985-86. Much of this discrepancy may be the result of changes in the reporting process. Data were gathered in 1980-81 on the classification of all the courses listed in the colleges' inventories. In 1983-84, the classification of all the credit courses in 96 colleges was reported. However, in 1985-86 only the courses actually offered are shown. Many courses are offered in alternate years, and some courses are carried in inventories even though there is little student demand. For that reason, it was determined that the continued reporting of courses which had no workload would present a distorted picture of the efforts of the colleges and the practice was discontinued in this report.

Table 8

SUMMARY DATA
CREDIT COURSES AND CONTACT HOURS
BY CLASSIFICATION CATEGORY
1980-81 -- 1983-84 -- 1985-86

| Category | CREDIT -- 1980-81* | | | CREDIT -- 1983-84** | | | CREDIT -- 1985-86 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number of Courses | Student Contact Hours (1000) | Percent of Total Workload (Credit) | Number of Courses | Student Contact Hours (1000) | Percent of total Workload (Credit) | Courses | Student Contact Hours (1000) | Percent of Total Workload (Credit) |
| Liberal Arts and Sciences -- BA Degree (transfer) | 44,231 | 233,379 | 52.0 | 50,173 | 155,546 | 52.0 | 31,709 | 163,107 | 50.6 |
| Liberal Arts and Sciences -- nontransfer | 3,445 | 18,774 | 4.0 | 3,701 | 11,402 | 4.0 | 4,658 | 23,853 | 7.4 |
| Remedial Education | 1,956 | 18,465 | 4.0 | 2,616 | 14,033 | 5.0 | 2,318 | 17,433 | 5.4 |
| Community or Continuing Education | 1,660 | 6,079 | 1.0 | 2,850 | 3,318 | 1.0 | 1,664 | 3,470 | 1.1 |
| Occupational Education | 41,799 | 157,569 | 35.0 | 52,539 | 109,345 | 36.0 | 32,683 | 113,036 | 35.0 |
| Invalid and Unclassified | 3,808 | 12,989 | 3.0 | 3,969 | 3,433 | 1.0 | 856 | 1,712 | 0.5 |
| TOTALS (Rounded) | 96,899 | 447,255 | 99.0 | 115,848 | 297,077 | 99.0 | 73,888 | 322,611 | 100.0 |

* *Course Classification System, Report of Data Collection and Description of Offerings*, Chancellor's Office, California Community Colleges, 1982.

** 96 colleges reporting.

## Conclusions

This report displays the wide number and the range of courses offered by California's community colleges to fulfill their responsibilities under the Master Plan, Education Code Section 66701. Both the number of courses offered and the workload as expressed in student contact hours reflect emphasis in Liberal Arts and Sciences Education (transfer) and Occupational Education. Together, these two categories comprise almost 86% of the credit workload. The category of Remedial Education and Adult Education comprises only 8.3% of the total credit and noncredit student contact hours. Analyzed in this broad context, it can be said that on the whole the community colleges do address each educational component with which they are charged, with the overwhelming effort concentrated in the two categories of Liberal Arts and Sciences (transfer) and Occupational education. Thus, the portion of the community college mission receiving the greatest instructional effort is in standard collegiate courses applicable to degrees and/or courses aimed at preparing students for job placement or occupational advancement. In contrast, considerably less instructional effort is aimed at other parts of the mission, including Liberal Arts courses (not degree applicable), community or continuing education courses (not self-supporting) or remediation.

The display of course workload data and the accompanying discussion in this report suggests, but leaves unaddressed, some questions of potential impact to policymakers and managers of the community college system. For example:

- What is the relationship between courses offered and the needs and intentions of the students? Do students pursue the prescribed degree patterns and attain the objectives for which the courses and programs were approved by the Chancellor's Office, or are there other reasons for participation in the course activities?

- Is the amount of instructional effort devoted to remediation commensurate with the need? Is it effective in remediating student deficiencies and furthering student progress toward goals?

- What is the relationship between course activity and instructor workload? Are some offerings more costly in some colleges than in others? What is the measure of cost effectiveness of instruction?

- While it is apparent that the course offerings described in this report reflect an appropriate response to the charges of the Education Code, there is a lingering suspicion that some courses are really designed to meet the avocational interests of the public. Such suspicions caused the Legislature to direct a $30,000,000 reduction of ADA apportionment when the first of these reports displayed 18% of the workload in the combined categories of Fine and Applied Arts and Physical Education. Workload in these categories has declined

somewhat, but the challenge to demonstrate the worthiness for state support for the remaining courses persists.

Recent studies of the design and scope of the information system of the agency have provided several suggested means to augment the system and interconnect the files so that more data and a more appropriate analysis of those data can be brought to bear on these policy and management concerns and issues. The office has followed through with a budget change proposal to implement these suggestions in a phased sequence. Although the proposal was not addressed in the budget recently presented to the Legislature, it is anticipated that the item will be addressed at the May revision of the budget. With the emergence of a more complete management information system, the reclassification of all courses now underway through the newly adopted Associate degree regulations, and anticipated staffing increases in the areas of course approval and compliance review, future reports should provide a more thorough and complete analysis.

## APPENDIX A

### CALIFORNIA STATS. 1985

Education Code

§84603. (a) The Legislature hereby finds and declares that the Board of Governors of the California Community Colleges adopted in November, 1980, a program classification system.

(b) The Board of Governors of the California Community Colleges shall collect data on all programs, courses, and classes offered by community college districts in the 1981-82 fiscal year in both credit and noncredit modes and the board of governors shall develop classification criteria which shall establish uniformity of classification of credit and noncredit modes among all districts by July 1, 1982.

(c) The Chancellor of the California Community Colleges shall collect information on course offerings and activities for each community college district based on the program classification system adopted by the board of governors.

(1) The chancellor shall report this information to the California Postsecondary Education Commission and to the Legislature by March 1, 1982.

(2) The California Postsecondary Education Commission shall review the information collected and advise the Legislature with regard to the accuracy and uniformity of the information by April 1, 1982. The commission shall assist the chancellor in monitoring the collection of the information and determining the format for presentation.

## APPENDIX B

### California Administrative Code

### Title 5

55001. Community College Educational Programs.

(a) The instructional services of community colleges include:

(1) Liberal Arts and Sciences Education

(A) Baccalaureate Oriented/Transfer Programs and Courses

(B) Associate Degree Programs and Courses

(C) Developmental Programs and Courses

1. Compensatory Programs and Courses

2. Adult Elementary and Secondary Basic Skills Programs and Courses

(D) Community Education Programs and Courses

1. Personal Development and Survival Courses

2. Parenting and Family Support Courses

3. Community and Civic Development Courses

4. General and Cultural Courses

(2) Occupational Education

(A) Vocational/Technical Transfer Programs and Courses

(B) Vocational/Technical Associate Degree and Certificate Programs and Courses

(C) Continuing Education Vocational/Technical Certificates, Programs and Courses

(b) The community services (non ADA generating) of community colleges include:

(1) Community Services Classes

(A) Avocational Classes

(B) Recreational Classes

(C) Seminars, Lecture Series, Forum Series, Workshops, and Conferences

(D) Professional and Occupational Inservice Classes

(2) Community Development Activities

(A) Civic Center Act Activities

(B) Cultural Activities

(C) Community Development Activities

(D) Recreational Activities

(c) All districts shall report the classification of all courses, classes, and activities offered in accordance with the system contained in subsections (a) and (b) and the standards in Section 55002 by transmitting the following information to the Chancellor's Office:

(1) The unique static course identifier and the course title for all credit and noncredit courses.

(2) The classification of each credit and noncredit course in accordance with its primary objective, consistent with guidelines published by the Chancellor.

(3) Whether the course is offered as credit or noncredit.

(4) Whether the course transfers to CSUC or UC or both.

(5) The number of community services classes in each category, and the number of participants.

(6) The number of community services activities in each category and the number of participants.

(d) Not later than January 21, 1982, the chief executive officer of each community college district, in consultation with the academic senate or other appropriate faculty body and other appropriate persons or groups, shall report in the manner required by subsection (c) on the initial classifications of all existing courses, classes and activities. The Chancellor shall review and comment upon, as necessary, this initial classification of courses, classes, and activities by districts. Not later than June 30, 1982, the governing board of each district, after a public hearing, shall adopt and report to the Chancellor on the classification of all existing courses, classes and activities.

(e) For courses, classes and activities which are added after June 30, 1982, the district shall report the classification of all courses, classes and activities in the manner provided by subsection (c). The Chancellor shall review and comment upon, as necessary, the classification of such courses, classes and activities.

NOTE: Authority cited: Sections 66700, 71020, 71027, 71062, and 78405, Education Code. Reference: Sections 66701, 71027, 78200, 78201, 78300, 78401, 78405, 84603, and 84621, Education Code.

# APPENDIX C

## Classification of Course Data

To implement a legislative mandate to college data on all courses in both credit and noncredit instructional modes, categories of instructional services were defined in the Administrative Code, Title 5. The category description used in gathering the data were as follows:

*Category A*: Liberal Arts and Sciences Education, Baccalaureate-Degree Courses

These courses are equivalent in educational respects to courses offered at the freshman-sophomore level at four-year institutions of higher education and are recognized by the University of California, the California State University or an accredited independent college or university in California as part of the required or elective preparation toward a major degree or as part of a general education requirement and are subjected to the published standards for matriculation, attendance, and achievement of the university, college, or system. Courses in this category include pre-professional courses such as those in Engineering, Architecture and Education.

*Category B*: Liberal Arts and Sciences Education, Associate-Degree Courses

Courses of freshman- or sophomore-college level leading to an Associate Degree as determined by the local district governing board.

Courses were placed in this category by identifying them as Liberal Arts and Sciences Education applicable to the associate degree, but not intended to transfer to a four-year college.

*Category C*: Compensatory Courses

Courses to meet the academic and personal needs of educationally-disadvantaged students and to bridge the gap between secondary school and college for the student with specifically-identified deficiencies. These are courses to help individuals acquire educational skills and knowledge necessary for pursing freshman- and sophomore-level offerings in the college.

*Category D*: Community or "Continuing" Education Courses

Courses in the Liberal Arts and Sciences determined to be of public (versus private) benefit and designed to assist students and/or students' families to be more self-sufficient and more productive as citizens of the community.

There were five sub-sets of this category.

D-1 Personal Development and Survival Courses

This category includes guidance courses and courses designed to assist students with special needs to cope with their problems and to become independent, participating, health persons. This category also includes courses for the substantially-handicapped with severe language and/or learning deficiencies. These courses are directed at students requiring extensive remediation.

D-2 Parenting and Family-Support Courses

Courses designed to strengthen the family as a unit.

D-3 Community and Civic Development Courses

Courses designed to teach adult citizens procedures for effective participation in Community and Civic Improvement.

D-4 General and Cultural Courses

Courses designed to prepare persons for the responsibilities they have in common as citizens in a democracy and to enhance the overall quality of life within a community.

D-5 Adult Elementary and Secondary Basic Skills

Courses in Basic Education and those subjects required for the high school diploma (Education Code Sections 8530 and 8531).

*Category E*: Occupational Education Courses

Occupational Education courses prepare persons for an occupation without the need for subsequent training or education in an institution of higher education even though many such courses are, in fact, accepted for transfer to baccalaureate institutions. Occupational Education courses at a community college may also provide for upgrading of job-related skills. Generally, courses receiving VEA funds should be in this category.



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